# Mumbai, India

## Learning objectives

- The students learn about Mumbai, the biggest city in India, which is the largest country in the Englishspeaking world.
- In the project stage, they find out about another country in the English-speaking world.

# **Useful vocabulary**

cave celebration deer leopard subtitles

### **Preparation**

For Exercise 4, it would be useful to have maps of the students' city and other important cities in their country for them to use as reference.

Download a clip of a Bollywood movie to show students after Exercise 6.

English teachers will be interested in the report on English in India, English Next India, by David Graddol, downloadable free from http://www.britishcouncil.org/ learning-english-next-india-2010-book.pdf.

#### Warmer

Dictate these words and ask the students to write which country/language they are originally from.

army (Latin)

tea (China)

dollar (Dutch)

chef (French)

coffee (Arabic)

balcony (Italian)

robot (Czech)

yogurt (Turkish)

telephone (Greek) hamburger (the USA)

shampoo (India/Hindi)

This can be fun if you ask the students to write the words (on post-it notes) on a map of the world.

## **Cultural background**

India has the second biggest population in the world and is growing so quickly that it is predicted to overtake China this century. There are about 1500 different languages in India but the official national languages are Hindi, the most widely-spoken language, and English, mainly because of India's colonial history.

- 1 Ask the students what they know about India, for example it is the seventh biggest country in the world by area and the second biggest (after China) by population. Tell the students to look at the map and describe the pictures. The map is of Mumbai, which is on the west coast of India.
- 2 Ask the students Who wrote this blog? (Ameya) Does she like her city? (yes)

Tell the students to read the blog and name places A-E on the map.

#### **Answers**

A Sanjay Gandhi National Park B Juhu Beach

C Elephanta Caves D Marine Drive E Chowpatty Beach

3 Say to the students Mumbai is the capital of India: right or wrong? (Wrong, New Delhi is).

Tell the students to read the blog again and answer right or wrong. They should correct the wrong answers.

Tell them to find synonyms for the Hinglish words in red. (glassy = thirsty; timepass = an activity to pass the time; airdashed = flew in a hurry)

#### **Answers**

1 V 2 X It is getting bigger. 3 V

4 x It goes along the coast. 5 ✓ 6 ✓

## **Extension activity**

Arrange the students into pairs. One student is Ameya and the other asks her questions, for example Do you speak Hinglish? What else do you like doing with your friends? What's your favourite animal in the Sanjay Gandhi National Park? They then swap roles.

4 Arrange the students into pairs. They draw a map and write about famous or interesting places in their chosen city, using the Mumbai text as a model. Ask what sort of places they might write about, for example museums, parks and monuments, even places of personal interest to them, like where their grandmother lives. They then compare maps.

You could set this as a homework activity and the students could find information and pictures from the Internet or books.

#### **Extension activity**

The students write six right/wrong statements for their maps, as in Exercise 3, for other pairs to answer.

- Ask the students to describe the posters and look at the fact file. Go through the spaces in the fact file for the students to predict what they will be listening for, for example, 1 will be a number. Check before they begin that the students remember how to say years, for example 1977.
- 6 2.26 Play the recording.

The students compare answers, then play the recording again for them to check their answers.

#### **Answers**

1 100 2 1970s 3 (up to) 1000 4 3/three 5 Russia

**6** 1950s

## **Extension activity**

Show a YouTube video of a dance scene from a Bollywood movie or a song

#### **Audioscript**

Presenter: Hello, everyone, and welcome to the show. Today

we are talking about Bollywood, India's famous film industry. With me is the actor, Rakhi Desai. Rakhi, thanks very much for coming in to talk to

us today.

Rakhi: You're welcome.

Presenter: So, Rakhi, tell me - when did the Indian film

industry begin?

**Rakhi:** Over 100 years ago! The first film was made in

1913.

Presenter: That's amazing! But I suppose the industry wasn't

called Bollywood then?

Rakhi: No, it didn't get that name until the 1970s. People

called it that because it was as big as Hollywood, in the USA. They took the B from the name of the city where most films are made – Bombay, which is now called Mumbai. Of course, now Bollywood is much bigger than Hollywood. Hollywood makes about 500 films a year, but Bollywood makes up

to 1000!

Presenter: Wow! So, Rakhi, for people who have never seen

a Bollywood film, can you describe them to me?

Rakhi: Well, there are lots of different kinds, of course

but I can say that Bollywood films are long – usually about three hours long. And they almost always have songs and dances in them. They are very exciting to watch – you're never bored

watching a Bollywood movie!

Presenter: I guess they are very popular in India?

**Rakhi:** Oh yes! People often go and see the same film

many times and the stars of Bollywood films are very famous. But they are not only popular in India. People in many other countries enjoy them too, including Turkey, <u>Russia</u>, Egypt and of course

Britain.

Presenter: When did Bollywood films become popular in

Britain?

Rakhi: In the 1950s. That's when many people from India

moved to Britain to work. In their free time they wanted to watch Indian movies, so businessmen began opening Indian cinemas for them. Now, of course, the films have subtitles, so everyone can enjoy them – you don't have to understand Hindi,

you can just read what the actors are saying. **Presenter:** Well, thanks very much, Rakhi. Now, you've

chosen a song for us to finish the show with,

haven't you?

**Rakhi:** Yes – it's from my favourite film. I hope you enjoy it.

(Song plays)

**7** Arrange the students into small groups to discuss the questions.

### **Extension activity**

Get groups to act out a scene from one of the films they were discussing. The rest of the class should guess the film.

# **Profect**

- Ask the students to look at the map and see if they can identify any of the countries, and if they know the capital and any famous places. Have they been to any of them?
- The following are all English-speaking countries:
  England, Scotland, Wales, Northern Ireland, Ireland,
  Malta, USA, Canada, South Africa, India, Pakistan,
  Singapore, Australia, New Zealand, Jamaica,
  Bahamas, Barbados, Cameroon, Gambia, Ghana,
  Kenya. This is not a complete list.
- Arrange the students into pairs to find out more about one of the countries and make a minipresentation about it. They should find the information at home, make notes and then write them up into a presentation in class. Stronger students could find out why English is the official or main language, for example in the Philippines, English became widely used from the end of the nineteenth century when the USA took control there.
- When each pair gives their presentation, the other students should listen, then ask questions.
- You could finish with a class discussion about English as an international language, for example Why is English an international language? Will it always be an international language? Could [your language] be an international language one day?

#### Cooler

Ask the students to mix your language and English to make ten words, like Hinglish does, for example (real Spanglish examples): *el mouse* (computer mouse), *parquear* (to park), *roofo* (roof), *el top* (the best).